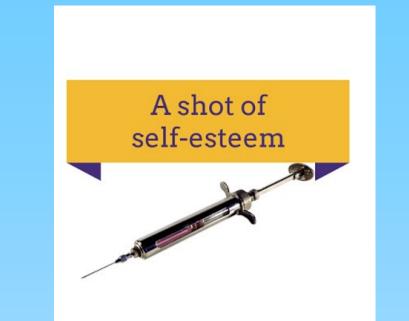


Investigation of the Stress Level and Potential Contributive Factors for Japanese College Nursing Students during the Period of Clinical Practicum



Miwako Hoshi¹⁾, PhD, RN, Izumi Nakashima²⁾, BSN, RN, Eri Mizoguchi³⁾, BSN, RN, & Hitomi Moriki⁴⁾, BSN, RN

BACKGROUND

- ◆Clinical practicum plays an essential role in nursing education; however, it is indicated that students undergo a lot of stress due to various tasks they have to face and accomplish as a nursing student in clinical environments (Oku, 2011; Okumura, 2002)
- ◆Female nursing students showed lower score of self-efficacy compared to females in the general populations between 18 and 24 years old.(Okuno, et al., 2003)
- ◆The higher level of self-efficacy is indicated to possibly contribute to lower levels of stress reaction (Suzuki, 2004).

PURPOSE

- ◆To examine potential factors affecting higher level of stress in Japanese undergraduate nursing students.
- ◆To evaluate the relationships among stress level, stress reactions, self-efficacy, and demographic data during clinical practicum.

METHODS

♦Design

Descriptive correlational research design

♦Subjects

- ◆ A convenience sample of 121 nursing students (64 juniors and 57 seniors) at a national university located in southern Japan.
- ◆112 students (92.6%) were female, and 9 (7.4%) were males.
- ◆ 91 students (75.2%) reported nursing was their initial career interest at the time of university admission, while 30 students (24.8%) mentioned their initial career interest were not nursing.

♦Instruments

- ◆Clinical Practicum Stress Scale with 24 questions which was constructed by researchers based on literature review.
- ◆Public Health Research Foundation Stress Checklist Short-Form (Imazu, et al., 2006)
- ◆Self-Efficacy Scale (Narita, et al., 1995)
- ◆A visual analogue scale (VAS) to examine the highest stress level experienced during a clinical practice period.
- ◆Demographic data were also collected.

♦Analyses

- ◆Descriptive statistics
- ◆Pearson's correlation analyses
- ◆Independent sample t-tests
- ◆ANOVA

RESULTS

◆Major Findings about Factors Affecting Higher Level of Stress in Nursing Students during Clinical Practicum (N=121)

Stress Factors	Range	M	SD
Relationship with nurses in a clinical setting	0-7	4.89	1.76
Relationship with teachers	0-7	4.26	2.06
Taking too much time to complete clinical assignments	0-7	5.93	1.38
Loss of sleep during clinical practice due to many assignments	0-7	5.26	2.02
Fear of mistakes in providing nursing care to patients	0-7	4.59	2.07
Getting up earlier than usual for clinical practice	0-7	5.22	1.79

◆Stress Reactions of the Students during Clinical Practicum (N=121)

	Range	M	SD
4 Types of Stress Reactions			
Anxiety/Uncertainty	0-12	7.1	2.80
Tiredness/Physical Body Responses	0-12	3.5	2.85
Autonomic Symptoms	0-12	6.7	3.53
Depression/Feeling of Insufficiently	0-10	1.7	2.25
Highest level of stress experienced during a clinical practice by VAS	0-10	6.5	1.87

◆ Persons` Correlations Between Stress Reactions and Self-Efficacy (N=121)

	1	2	3	4	5
Stress Reactions					
1 Anxiety/Uncertainty					
2 Tiredness/Physical Body Responses	.16				
3 Autonomic Symptoms	.19*	.51**			
4 Depression/Feeling of Insufficiently	.42**	.47**	.53**		
5 Highest Stress Level during Clinical	.46**	.50**	.38**	.62**	
Self-Efficacy	50**	.04	.01	15	18

^{**}p<.01 *p<.05

♦Other Findings

- ◆Senior students demonstrated significantly higher scores on stress level and stress reactions than junior students (p<.05).
- ◆Students whose initial career interests were nursing showed significantly lower stress reactions and stress level compared to students whose initial career interests were not nursing (p<.05).

CONCLUSION

- ◆Nursing students felt stress in interpersonal relationships with nurses and teachers in clinical settings and demonstrated higher level of anxiety and psychosomatic reactions to the stress during their clinical practicum.
- ◆Higher sense of self-efficacy was indicated to help reduce levels of anxiety and uncertainty.
- ◆Findings of this study heighten the importance of promoting self-efficacy of students in nursing education and creating safe and accepting clinical environments for nursing students.